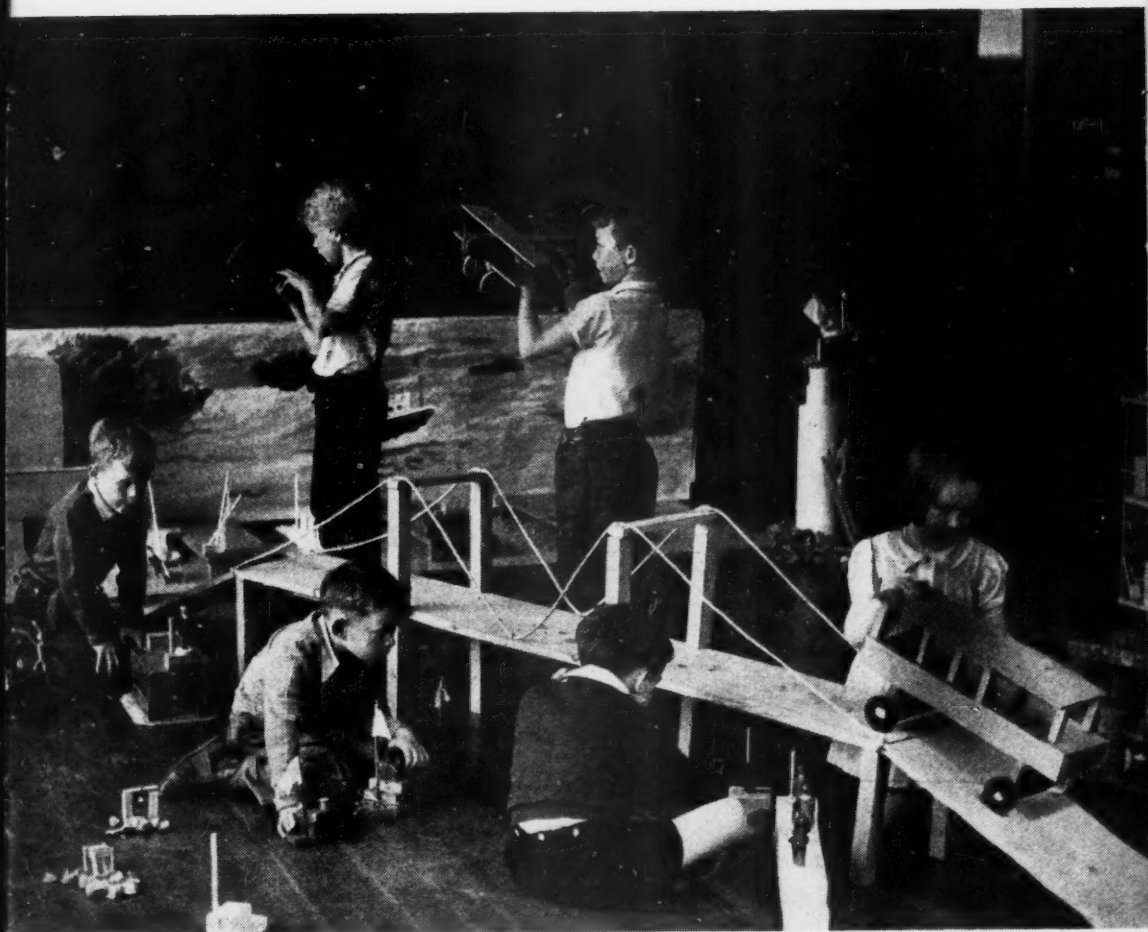


# CALIFORNIA SCHOOLS



January, 1938

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WALTER F. DEXTER, Superintendent of Public Instruction

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## COVER

The picture on the cover was taken at the University of California Demonstration School held at Hillside School, Berkeley, during the summer Session of 1937. The work of the second grade group was developed around the theme of life in a harbor community. The Bay Bridge, the boats, the airplanes, the trucks, and the lighthouse were built by the children for use in their dramatic play. Through dramatic play, the children vividly recreate, in their own experience, the life of the community of which they are a part. Miss Edna Evensen, Acting Principal, was the second grade teacher; Mrs. Gladys L. Potter, Assistant Chief, Division of Elementary Education and Rural Schools, served as principal of the demonstration school.

## The Responsibility of the Public Schools in Promoting Conservation

WALTER F. DEXTER, *Superintendent of Public Instruction*

America had great natural resources when white men first settled this continent. While our fine industrial civilization has been built up through the development of these resources, we have been ruthless spendthrifts of Nature's rich gifts.

At last the nation is aroused to the realization that "civilization means regard for the future," and that America's natural resources must be protected. Forests, topsoil, grasslands, water, minerals, and oil are the concern of national planning commissions.

Senate Concurrent Resolution No. 43 adopted by the 1937 Legislature asked the Governor of California "to appoint a committee to be known as the California State Conservation Committee, to be composed of the State Superintendent of Public Instruction, the Director of Natural Resources, the President of the Fish and Game Commission, the Director of Agriculture, the Director of Public Works, and the Chairman of the State Planning Board, who shall use such facilities of their respective departments . . . for the purpose of compiling and disseminating data and information dealing with conservation to the end that such data and information shall be usable in our schools and available to the general public."

This committee has been duly appointed by Governor Merriam. Your State Superintendent of Public Instruction deems it a privilege to support a movement of such great importance by serving as a member of this group.

The future welfare of California depends in large measure upon the conservation of its natural resources. Conservation legislation in California is based on a recognition of this fact, but it is equally important that public opinion be mobilized to protect the natural inheritance of our commonwealth.

In the task society has an effective method of disseminating authentic information and of building public opinion. The most accessible and far reaching organized agency for the systematic transmission of ideas in our system of government is public education.

California public schools are already giving considerable attention to problems of conservation through well organized courses in the

sciences and the social studies on elementary, secondary, and collegiate levels. But the work needs to be further stimulated in order to guarantee that pupils now in the public schools will be aggressively alert to their responsibilities in the preservation of forests, soil, minerals, wild life, and human beings, not only in California but anywhere on the face of the earth.

In other states in the United States and in other nations and on other continents the reckless waste of natural resources has already brought about great distress. California must not rest secure and complacent in the present abundant productivity of its 100,000,000 acres, its magnificent coniferous forests, sparkling mountain streams, rich mineral deposits, glorious fields of wild flowers, and hillsides of blossoming chaparral. Nature has been lavish to California but this very generosity places upon every citizen, young and old, a profound responsibility for the conservation and protection of Nature's gifts. The program of public education must be not only cognizant of these facts but must do something about them.

What are some of the concrete ways in which the school can fulfill its responsibilities?

*First:* Teachers who are to guide children into experiences where conservation is meaningful must have had an opportunity to study the problems as a national issue. Teacher training institutions must offer carefully planned programs in the field of conservation if a progressively extensive program is to succeed.

*Second:* The systematic coordination of community activities in conservation with the public school program should be a responsibility of the administrator. In this way, desirable services can be utilized by the school and the value of community projects can be enhanced by the interest and participation of school authorities. Camp Fire Girls, Boy Scouts of America, Girl Scouts, Future Farmers of America, 4-H Clubs, Women's Clubs, Garden Clubs, Forums, City Planning Committees, service and other clubs frequently project enterprises relating to conservation which deserve the support and cooperation of the schools. The work of the Forest Service, Division of Fish and Game, the Farm Bureau, and the Division of Highways and other governmental agencies should not only be familiar to school children, but knowledge concerning their services should suggest ways of widening their effectiveness.

*Third:* Teachers and children need to have access to materials about conservation that are scientifically authentic, that are simply and directly written. Reports of governmental divisions, departments, and committees are frequently replete with significant material on the

problem, but these are not in usable form for the teacher and certainly not for young people below college level. Authors of children's books should be given concrete guidance by the schools relative to specific needs so that suitable materials dealing directly with the problems of conservation will be available in such a form that they will promote a functional program of conservation in our schools.

*Fourth:* The extension of school programs of conservation should stress the positive aspects of the problem rather than simply deplore the ravages of the years. In every community there are numerous activities of a civic nature well within the abilities of the youth of our nation under effective direction. Opportunities are many, from the simple feeding tray or bird sanctuary, the protection of wild flowers and shrubs, the planting of bare and ugly areas to flowers and shrubs, to the beautification of school grounds and neighborhood.

Young people who have had first hand experiences with conservation problems will become increasingly conscious of the far reaching implications of these problems and increasingly sensitive to their own responsibility in defending the future welfare of state and nation. It is only in such a way that schools will build a citizenry devoted to conservation.

A definite, well organized, constructive program of conservation as it relates to the problems in the specific area served by each school is essential if a civilization devoted to the good of all in deed as well as in word, is to evolve.

## Enrollment Trends In California State Colleges

J. A. BURKMAN, *State College Adviser*

It is a commonly accepted assumption that the size of an educational institution in terms of enrollment indicates the current expenditure needs when other factors are constant and when the institution has attained a size sufficiently large so that classes of optimum size may be maintained. In smaller institutions it is necessary to maintain a reasonably large spread of offerings even though some of the classes are small, thus necessitating a higher per student cost.

Since their creation as normal schools, the state colleges of California have each biennium appeared before the legislature requesting appropriations in terms of need. A definite measure of this need was largely lacking, however, until there was inaugurated some five years ago a definite measure of enrollment.

Prior to 1932, the enrollment of these colleges had been reported in terms of the total number of names appearing on the college rolls. Such a statement of enrollment failed to take into account either the length of time students remained in attendance or the number of credit hours of work for which students were registered. Beginning in 1932, the enrollments in these colleges have been reported both in terms of the total number of names on the rolls and in terms of the credit hour load for which the students were registered. This later measure of the enrollment load has been designated as "equivalent full-time students." The number of equivalent full-time students as of any given date is computed by dividing by 15 the total number of credit hours of work for which all students are actively registered on the census date.

The State Department of Education has used this measure of load as the basis for presenting to the last two sessions of the legislature the budget requests of the colleges, and the 1937 legislature met these requests in full and made an appropriation for the current biennium on the basis of a predetermined cost per equivalent full-time student. This cost for each of the several colleges was as follows: Chico, \$289; Fresno, \$212; Humboldt, \$375; San Diego, \$212; San Francisco, \$212; San Jose, \$212; Santa Barbara, \$220. The higher costs in three of the colleges were allowed on account of their relatively small size.

The tabulation herewith presented shows the enrollment in the seven state colleges as of the close of the first six weeks of the fall term for the past five years. Section A of the table gives the number of different individuals, while Section B gives the enrollment in terms of equivalent full-time students. The total number of individuals enrolled in all of the colleges increased from 7,817 in the fall of 1932 to 9,051 in 1936, an average annual increase of 309. In terms of equivalent full-time students, the enrollment during the same period increased from 7,028.2 to 8,388.9, an average annual increase of 340.2.

**Trends in Enrollment in California State Colleges as Indicated by Active Registration at Close of First Six Weeks of Fall Terms, 1933 to 1937**

**A. Total Active Enrollment on Census Dates**

Year	Chico	Fresno	Humboldt	San Diego	San Francisco	San Jose	Santa Barbara	Total
1933.....	645	1,526	342	1,311	1,608	1,687	698	7,817
1934.....	694	1,825	291	1,336	1,598	1,693	808	8,245
1935.....	687	1,655	351	1,375	1,601	1,739	822	8,230
1936.....	694	1,656	362	1,459	1,551	1,831	964	8,517
1937.....	704	1,690	369	1,683	1,607	1,940	1,058	9,051
Average annual increase.....	15	41	7	93	-----	63	90	309

**B. Total Equivalent Full-time Students<sup>1</sup> on Census Dates**

Year	Chico	Fresno	Humboldt	San Diego	San Francisco	San Jose	Santa Barbara	Total
1933.....	627.0	1,269.4	282.0	1,218.8	1,376.4	1,590.0	664.6	7,028.2
1934.....	666.6	1,449.8	262.8	1,284.2	1,397.2	1,655.7	765.8	7,482.1
1935.....	673.6	1,432.6	269.1	1,325.9	1,354.9	1,712.2	796.6	7,594.9
1936.....	656.3	1,445.0	315.7	1,407.5	1,400.1	1,728.6	918.4	7,871.6
1937.....	633.1	1,449.2	303.7	1,634.6	1,430.4	1,906.7	1,031.2	8,388.9
Average annual increase.....	1.5	45.0	5.4	104.0	13.5	79.2	91.6	340.2

<sup>1</sup> Sum of all student credit hours divided by 15.

The trend in individual colleges can be read directly from the table. It is to be noted that the enrollment for the colleges as a whole is increasing markedly. Furthermore, students tend on the whole to register for an increasing number of credit hours of work as is shown by the fact that the number of equivalent full-time students is increasing more rapidly than is the number of individuals on the rolls.



## INTERPRETATIONS OF SCHOOL LAW

### SUPREME COURT DECISION

#### **Liability of School District for Injuries to Pupils**

NOTE: The decision digested below was, on petition for rehearing, vacated and set aside, by order of the Supreme Court on December 20, 1937, and the cause ordered on the calendar for April 6, 1938. The decision here digested is therefore of no effect and the digest is here presented only to indicate the importance of the principles involved.

Where a girl student in a public senior high school was enrolled in a tumbling class maintained by the governing board of the district under the compulsory physical education law (School Code sections 3.730 et seq.) and in performing the exercise called "roll over two" was injured and thereafter brought an action in damages against the district because of such injury, and evidence presented to the jury to the effect that the proper performance of the exercise depends upon the mental attitude as well as agility and strength, that the student took the work in the class under protest, that the instructor gave the student no instruction directly, that instruction had been given the student by advanced pupils in the class, that the student had a bad knee, together with other evidence, is sufficient to support a verdict for the student either on the theory that the "roll over two" is not an exercise suitable for senior high school girls, or that the district's employees knew or should have known that because of the student's mental or physical condition she was not a proper subject for instruction, or that the instructor did not properly instruct and supervise. It was proper for the jury to consider not only whether the exercise was inherently dangerous, but also whether the district and the teacher should have allowed or required the student to take instruction in tumbling.

School districts are liable for the injury of any pupil resulting from the failure of their officers or employees to use ordinary care (School Code section 2.801; Deering Act 5619). In the exercise of ordinary care it was the duty of the teacher employed by the school district in determining the kind of instruction to be given the student to take into consideration, among others, such factors as the fact that some students show more aptitude for athletics than do others; that some enjoy physical exercises; that some find games and stunts of any



kind very difficult; that students of the same age have different capacities for physical training; that some forms of exercise are undesirable for girls. (Dissenting opinion filed) (*Bellman v. San Francisco City High School District*, 94 C. D. 561, --- Pac. (2d) -----)

### APPELLATE COURT DECISION

#### **Suspension or Expulsion of Pupil for Refusing to Salute Flag and Pledge Allegiance Thereto**

When the only offense attributable to a pupil in a public school was the failure of the pupil because of religious objections to conform to a custom imposed on pupils of said school to salute the flag and pledge allegiance thereto, the suspension or expulsion of the pupil by the governing board of the district was unwarranted in view of the fact that the right of the pupil to attend the public schools was a vested right and where it appeared that the said board did not comply with the provisions of School Code section 1.30 permitting the suspension or expulsion of a pupil only when other means of correction have failed. (*Gabrielli v. Knickerbocker et al.*, 91 C. A. D. 575, --- Pac. (2d) ---)

### Attorney General's Opinion

#### **Levy of Unsecured Personal Property Taxes in School Districts**

Where an elementary school district ceased to be a district prior to March 1, 1937, and was annexed to another school district, unsecured personal property in the first mentioned district was taxable for the year 1937-1938 in the last mentioned district at the rate for such last mentioned district for the year 1936-1937 under Political Code section 3283. (A.G.O. NS 709, November 19, 1937)

## FOR YOUR INFORMATION

### EDUCATIONAL BROADCASTS

#### Broadcasts Sponsored by the California State Department of Education

Education Today, Saturdays, 6:00-6:15 p.m.—KGO  
 Pageant of Youth, Wednesdays, 10:00-10:30 p.m.—KLX.  
 Vocational Agriculture, Tuesdays, 9:00-9:15 a.m.—KPO, KFI, KFSD.

#### Alameda School of the Air, Station KLX

Mondays, 1:30-1:45 p.m.—Great Moments from Literature  
 Tuesdays, 1:30-1:45 p.m.—Exploring Nature's Secrets  
 Wednesdays, 1:30-1:45 p.m.—California History Program  
 Thursdays, 11:15-11:30 a.m.—The Adventures of Brother Buzz  
 Thursdays, 1:30-1:45 p.m.—David and Susan in California  
 Fridays, 1:30-1:45 p.m.—United States History Program.

#### National Education Association

Mondays, 11:30 a.m.—KNX, KSFO, Exits and Entrances  
 Wednesdays, 3:00 p.m.—KPO, KFI, KWG, Our American Schools  
 Saturdays, 8:00 a.m.—KPO, KFI, KWG, Our American Schools

### SELECTED EDUCATIONAL AND ENTERTAINMENT BROADCASTS

#### SUNDAYS

9:30 a.m. University of Chicago Round Table Discussion. NBC Red.<sup>1</sup>  
 10:45 a.m. Romance of the Highway. KGO.  
 1:30 p.m. The World is Yours. NBC Red.  
 6:30 p.m. News Commentator Forum. KFRC, KHJ.  
 7:30 p.m. Headlines and Bylines, by Kaltenborn. KNX, KSFO.  
 8:15 p.m. Reader's Guide, by Joseph Henry Jackson. NBC Blue.<sup>2</sup>  
 9:45 p.m. The University Explorer, University of California. NBC Blue.

#### MONDAYS

9:30 a.m. The New World, by California Teachers Association. NBC Blue.  
 7:00 p.m. General Hugh Johnson, Commentator. NBC Blue.  
 7:30 p.m. National Radio Forum, Washington, D. C. NBC Blue.  
 7:30 p.m. Brave New World, United States Office of Education. KSFO,  
 KNX, KOH.  
 8:15 p.m. Editorial Comment, by Boake Carter, KSFO, KNX.  
 9:00 p.m. Stanford University Program. NBC Blue.  
 10:15 p.m. Stories of Famous People. KSFO, KNX.

<sup>1</sup> NBC Red Network—KPO, KFI, KWG.

<sup>2</sup> NBC Blue Network—KGO, KECA, KFSD.

## TUESDAYS

- 11:00 a.m. Dr. Maddy's Band Lessons. KPO, KFI.  
11:30 a.m. General Federation of Women's Clubs. NBC Blue.  
1:20 p.m. International Broadcasts from London, England. NBC Blue.  
1:30 p.m. Story of Industry, U. S. Department of Commerce. KSFO, KNX.  
3:00 p.m. Science in the News. KGO, NBC Red.  
4:00 p.m. Western Education Forum. (First and third Tuesdays) NBC Blue.  
5:30 p.m. Headlines on Parade, Knox Manning. KSFO, KNX.  
5:45 p.m. Safety First, California State Automobile Association. NBC Blue.  
7:00 p.m. General Hugh Johnson, Commentator. NBC Blue.  
7:45 p.m. National Student Federation. NBC Red.  
9:00 p.m. Berkeley Public Schools. KRE.  
9:45 p.m. The University Explorer, University of California. NBC Blue.  
10:15 p.m. Art of Conversation. KSFO, KNX.

## WEDNESDAYS

- 9:30 a.m. California Federation of Women's Clubs. NBC Blue.  
11:00 a.m. Your Health, American Medical Association. NBC Red.  
1:30 p.m. National Congress of Parents and Teachers. NBC Blue.  
3:00 p.m. America's Schools. NBC Red.  
5:45 p.m. Agriculture Today. KGO.  
7:00 p.m. General Hugh Johnson, Commentator. NBC Blue.  
7:30 p.m. Hobby Lobby. People's Hobbies. KSFO, KNX.  
8:15 p.m. Editorial Comment, by Boake Carter. KSFO, KNX.  
9:00 p.m. Cavalcade of America. KSFO, KNX.

## THURSDAYS

- 11:00 a.m. Standard School Broadcast. NBC Red.  
12:30 p.m. Eastman School of Music Orchestra. KECA, KFSD.  
12:45 p.m. Eastman School of Music Orchestra. KGO.  
3:30 p.m. Dr. William Van Wyck. KFRC, KHJ.  
5:30 p.m. March of Time. NBC Blue.  
6:30 p.m. America's Town Meeting of the Air. NBC Blue.  
7:00 p.m. News Commentator Forum. KFRC, KHJ.  
7:30 p.m. We the People. KSFO, KNX, KOH.  
8:15 p.m. Standard Symphony Hour. NBC Red.  
9:45 p.m. The University Explorer, University of California. NBC Blue.

## FRIDAYS

- 12:45 p.m. Commonwealth Club Speakers. NBC Blue.  
3:00 p.m. Education in the News. NBC Red.  
6:45 p.m. Your Government at Your Service. NBC Red.  
8:45 p.m. March of Progress, California State Chamber of Commerce.  
NBC Blue.

## SATURDAYS

- 7:30 a.m. The Child Grows Up. KPO, NBC Blue.  
8:00 a.m. Florence Hale's Radio Column. NBC Red.  
5:30 p.m. Music and American Youth. NBC Red.  
6:00 p.m. Education Today, State Department of Education. KGO.

## DAILY EXCEPT SATURDAY AND SUNDAY

- 9:15 a.m. Your News Parade, Edwin C. Hill. KSFO, KNX.  
11:30 a.m. American School of the Air. KNX, KOH.  
1:30 p.m. Radio University, by Seth Maker. KFRC, KHJ.  
3:00 p.m. American School of the Air. KSFO.

### ACTIVITIES OF THE COMMITTEE ON MOTION PICTURES IN EDUCATION

George F. Zook, President of the American Council on Education, announces a grant of \$135,000 from the General Education Board for the three year support of the activities of the Committee on Motion Pictures in Education. With this grant a clearing house of information and activity on visual problems as they relate to general education will be established.

As part of its new clearing house function, the Committee on Motion Pictures in Education plans to coordinate the work of other centers interested in films. The Committee will (1) establish reviewing panels of experts in various educational fields to view and appraise educational films which are now available, and outline areas for needed film production; (2) establish experimental centers in various institutions to study techniques related to the use of films in educational programs; (3) sponsor a series of institutes and conferences in which results of evaluation and experimental activities will be made widely available to teachers and administrators.

### BUILDING THE CONSTITUTION

To mark the one hundred fiftieth anniversary of the convention that met at Philadelphia to revise the failing Articles of Confederation, the St. Louis *Post-Dispatch* published on its editorial pages during the summer of 1937, a series of semiweekly news letters such as the gazette readers of 1787 might have read if the information subsequently obtained from Madison's journal, the letters of various delegates to friends at home, and other sources had been reported in modern news style by the writers of a century and a half ago.

These "dispatches" were prepared by Irving Dilliard of the editorial page staff of the *Post-Dispatch* from authoritative reference works on the period as well as on the Constitution and its origin.

The series has been reprinted in booklet form. Copies will be sent without cost to individuals, and quantities for classroom use are available to any school. Requests should be addressed to the circulation department of the *Post-Dispatch*, St. Louis, Missouri.

### NATIONAL SOCIAL HYGIENE DAY

Observance of the Second National Social Hygiene Day has been set for February 2, 1938, by the American Social Hygiene Association of which Dr. Ray Lyman Wilbur of Stanford University is president. The theme of the observance will be "Stamp Out Syphilis—Enemy of Youth," and all individuals and organizations whose concern is with

the well being of young people are urged to take part. Social Hygiene Day offers every interested citizen an opportunity to advance the fight against syphilis and gonorrhea and the conditions which favor their spread, by focussing the public's attention on these enemies of youth and by supporting the efforts of health departments to combat them.

## PROFESSIONAL LITERATURE

### REVIEWS

A. O. BOWDEN and IRVING R. MELBO. *Social Psychology of Education*. New York: McGraw Hill Book Company, Inc., 1937. Pp. xv + 296.

Recent educational literature is marked by an increased emphasis on social aspects of education and the plan of education in a democratic society. Scant attention, however, has been given to the significance of social-psychological phenomena in educational procedures, except, perhaps, in the field of the schools' public relations. Current interest in the relationship between education and the social order makes this an opportune time for presenting a treatise in the closely related field of social psychology of education.

This new book is not a text on social psychology; rather its purpose is "to apply the principles and data of social psychology to problems and practices in the field of education."

Chapter I on Points of View orients the reader to the nature and purpose of science in the modern world and defines the field of social psychology. Here through brief discussion of the social function of education, the institutional role of the school, and the social-psychological nature of behavior, the way is paved for a consideration of social-psychological factors involved in the interactions of pupils, teachers, administrators, and the community.

The next chapter on The Recitation is especially valuable. The necessity for proper rapport is made the key to good procedures in the recitation, which is characterized as "the vital point of contact between teacher and pupil."

Concrete and practical application of the principles of social psychology to school practices through examples is found particularly in the chapters on School and Classroom Control; Factors in Administrative Control; Rumor, Gossip, Innendo, and Propaganda; Public Relations; and Why Teachers Fail. Reports of nineteen case studies of common situations are included.

The authors have the happy faculty of making the content appear entirely familiar to the reader as he goes along—a characteristic which enhances any textbook. Each chapter is followed by a list of "thought questions on the text," a few "problems for research," and a rather extensive bibliography.

Although the book is intended primarily as a text for classes in teacher training, the teacher and administrator in service will find it useful as an aid in meeting everyday problems.

IVAN R. WATERMAN

### CURRENT PUBLICATIONS RECEIVED

CENTER, STELLA STEWART, and PERSONS, GLADYS L. *Teaching High-School Students to Read*. National Council of Teachers of English, English Monograph No. 6. New York: D. Appleton-Century Company, 1937.

ESMOND, IRWIN. *Public Education in New York State*. Albany, New York: New York State Teachers Association, 1937.

*Improving Social Studies Instruction.* Research Bulletin of the National Education Association, Vol. XV, No. 5, November, 1937. Washington: Research Division, National Education Association.

MARRARO, HOWARD ROSANO. *The New Education in Italy.* New York: S. F. Vanni, 1936.

PRINGLE, RALPH W. *The Junior High School: A Psychological Approach.* New York: McGraw-Hill Book Company, Inc., 1937.

*Standard Catalog for High School Libraries;* 3d Edition Revised. New York: The H. M. Wilson Company, 1937.

*Teacher Tenure Legislation in 1937 to Date.* Washington: Committee on Tenure of the National Education Association, October, 1937.

*The American Council on Education: History and Activities.* Washington: American Council on Education, 1936.

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